

Tesis de maestría

Cantidad Total De Trabajos De Grado De Acuerdo A La Línea De Investigación A La Que Pertenecen						
Literacy Processes In Two Languages		Discourse Studies Within Educational Contexts		Processes Of Teacher Education And Development		
19		29		10		
Año	Semestre	Autor	Director	Título	Resumen y palabras clave	Línea de investigación
2013	I	Ivonne Alejandra Silva Caro	Alberto Abouchaar Velásquez	Towards An Understanding Of Students' Writing In An EFL Class	This document reports a qualitative study framed within teacher – research carried out with thirty nine high school students at a public school in Bogotá. The purpose of the study was to understand how ninth grade students wrote in an EFL class. The participants were engaged in a pedagogical intervention that focused on project work and dialogue journal writing to promote writing practices in English as a foreign language. Instruments for data collection included: students' dialogue journals, students' artifacts, interviews, and a teacher	Literacy Processes In Two Languages

					<p>researcher journal during the first academic term in 2013. The findings revealed that students undertook a flexible process that entailed analyzing, elaborating, and revising so as to write a text in English. Besides, dialogue journals played an important role in fostering English writing and as a bridge of communication between the teacher and the students. The study suggests that it is important to pay attention to the relation between the writing context, the mother tongue, and the writing activity in the process of constructing texts in the EFL class.</p> <p>Writing Communication Mother tongue</p>	
		Laura Lucia Carreño Bolívar	Clelia Pineda Baez	Collaborating Online: EFL Students Constructing Knowledge Together"	<p>The present study aimed at exploring the collaborative practices of a group of intermediate level students and the relationships established by them when interacting via online forums.</p>	Discourse Studies Within Educational Contexts

					<p>Collaboration in this particular study is seen as the actions students take in order to work together towards a common shared goal. A second key concept is inter-subjectivity which for this project entails a social construction of knowledge. For the analysis of data, I decided to follow the parameters of Grounded Theory proposed by Charmaz (2006). She asserts that such approach helps researchers gain better understanding of the phenomenon of interest through a genuine data analysis from which theory emerges. The first main goal of the study was to examine the process of knowledge construction that EFL students went through when collaborating via online forums. Findings suggested that the participants went through a three-stage process that moved from individual perspective to dialogic exchanges to collective constructions of knowledge that emerged from the</p>	
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					<p>learning community they created. A second main goal was to identify the ways in which inter-subjectivity unfolded when EFL students took part in collaborative activities in online forums. The analysis of data demonstrated that as students take part of collaborative activities, they build different kinds of relationships with their classmates and use different strategies in order to increase their sense of belonging to the group. Additionally, as students get more acquainted with both, the process and their classmates; the learning experiences lived by them via forum are richer task after task.</p> <p>Online Collaborative Learning Forum</p>	
	II	Maryory Cecilia Peralta	Esperanza Vera Rodriquez	The Use Of Video Chat And Communicative Tasks To Foster Online Oral Interaction And Lenguage Learning In A Group Of Crew Members	The objective of this research project was to analyze how video chats and communicative tasks promote online oral interaction and ESP	Discourse Studies Within Educational Contexts

					<p>language learning in a group of crew members. The theoretical support in this project was based on Computer Mediated Communication (CMC), the use of Google + hangouts (video chat) to foster online oral interaction and communicative tasks in English for Specific Purposes (ESP). Students were prompted to use Google + hangouts as an academic tool to enhance oral skills and the instructor gained insight about new technological strategies to foster online interaction and language learning. The results of this study showed that the video chats and communicative tasks motivated both use of technology and language learning in the participants.</p> <p>Videochat Communication Oral interaction Online interaction</p>	
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		Carolina Rosero Nieto	Judith Castellanos Jaimes	Dialogic Reading During Home Literacy Practices For Bilingual Development	The present qualitative study case intends to contribute to the AL Colombian field by researching on early childhood development, regarding home reading practices before formal school begins. It was developed around the research question: How does the bilingual development process of a toddler unfold within dialogic home reading practices? There were the three main theoretical constructs in which the study was built: Early Literacy, Dialogic Reading, and Early Bilingualism. The research was conducted within a home environment, with a 3-year-old Colombian girl who held dialogic reading sessions in Spanish and English with her mother and researcher during a year. The collection and triangulation of data was taken from the	Literacy Processes In Two Languages
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					<p>transcriptions of the reading sessions and the reflexive journal on the participant's oral development. Findings evidenced four major events connecting bilingualism and reading. First, home reading practices introduce kids into literacy; second, children's language development is best achieved when parents scaffold their process; third, code-mixing is a normal stage in bilingual development; and fourth, bilingualism can be developed through literature when children take an active role when reading a story. The research concludes that dialogic reading is a valuable way of approaching literature and achieving bilingual development.</p> <p>Literacy Reading Bilingualism Home environment</p>	
2014	I	Manuel	Alberto	Inquiry As A Means To		Discourse Studies

		Orlando Melo Morales	Abouchaar Velásquez	Foster Social Awareness In University EFL Learners	This qualitative descriptive and ethnographic study reports the results of the implementation of an innovation project carried out at Corporación Universitaria Minuto de Dios (UNIMINUTO) with 17 English as a Foreign Language (EFL) university students. It shows and highlights that through the lenses of ethnography, inquiry, and praxeology, students can work together, generate new understandings, do research, and present insightful reports, and that through language learning one can become literate about social realities in the twenty first century. It also describes how a culture for inquiry and steady reflection is created and implemented in the EFL classroom. Several instruments were used to collect the data, including student artifacts, student inquiry journals, and semi-	Within Educational Contexts
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					<p>structured interviews. Procedures used to analyze the data were taken from the ethnography perspective. Through the eyes of ethnography, this study shows that learners use social interactions to portray and understand a social phenomenon thus contributing to scaffolding a mainstream classroom into a culture. The overall experience offered students a chance to become agents of their own learning and transformed the EFL classroom into a space to become informed, discuss issues with the teacher and peers, have a voice and raise awareness.</p> <p>Cultural awareness Social realities Culture</p>	
		Pedro Alejandro González Mesa	Harold Castañeda Peña	Digital Storytelling: A Way To Boost Literacy Practices In Students At A1 Level (CEFR)	<p>This study shows the results of a qualitative research study which looked for students' language learning experiences in an EFL classroom level- A1 (CEFR). In this sense, 48</p>	Literacy Processes In Two Languages

					<p>teenagers, members of a private institution and whose ages range from 14 to 17, participated for a period of six months in the creation of digital stories in which they developed literacy practices. This research study inquires about what digital storytelling informs around A1-level high school students' EFL literacy practices and about what aspects of collaborative work (if any) are promoted when A1-level high school students engage in group-work digital story telling. Thus, the study uses digital storytelling as the pedagogical strategy for developing literacy practices; this is because the literature indicates that personal stories and media literacy allow learners to combine both narratives and digital elements when writing in a foreign language. In addition, data unveiled collaborative work-group in which students co-constructed their stories. This research project revealed that learners' literacy practices were shaped by elements like agreement and negotiation of meaning and students assessing their own learning. Data also showed aspects of learning on students when creating digital stories like awareness and collaborative writing. This implies that students complement its language learning by doing</p>	
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					writings collaboratively. Storytelling Literacy Digital Proficiency	
		Javier Iván Guerrero Escobar	Alberto Abouchaar Velásquez	A Case Study On A Primary School Teachers' Linguistic And Cultural Identities	This qualitative case study attempts to understand how four EFL school primary teachers in a bilingual school with English-only orientation make sense of cultural and linguistic identities that are at stake in this particular community of practice. The objective of this study is to examine the various cultural and linguistic identities that intermingle as a result of the teaching of a foreign culture in a context where English language and culture are heavily promoted but the main objective of this research is to gain a deeper insight into how EFL primary school teachers see themselves in terms of culture and language when their voices are heard. By following a case study	Processes Of Teacher Education And Development

					<p>methodology the group of English teachers of a Christian private school in Bogotá, participated in individual and group interviews and filled a questionnaire and a test. Findings show that identity formations may occur as a result of being part of a specific community of practice where linguistic and cultural events take place on a regular basis. Also, I argue that disjunctures between teacher's implicit and explicit explanations in relation to their cultural and linguistic practices show that identity may be seen as a process of continual emerging and becoming that enriches the teaching process while making it complex.</p> <p>Teachers Identity Cultural practices Linguistic practices</p>	
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	II	July Andrea Rincon Ortega	Amparo Clavijo Olarte	Fostering Student Inquiry Skills Through* Based Pedagogies	Addressing students' social reality through the exploration of community inquiries in English class can create learning environments for developing multiple literacies. It supports the institutional mission of the school that seeks to transform the way students relate to the community in order to create local knowledge. This paper discusses the role community inquiries play in the development of literacy practices of a group of 10th graders in their EFL class. This descriptive qualitative project was developed at a public institution in the south of Bogotá, Colombia and involved 40 participants. The project aims to establish how community inquiries can develop multiple literacies in EFL and to analyze the means students use to communicate their	Literacy Processes In Two Languages
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					<p>understanding about community inquiries. The project draws on the analysis of student blogs and video tape recordings. The study findings initially report on the use and creation of multimodal material as a means to provide information on the understanding students have about their communities. Powerful narratives about students' settings have been illustrated and shared online with all members of our EFL classroom. These life stories about well-known people in students' communities provide local value and connect students to their community.</p> <p>Narratives Literacy Social reality Inquiry skills</p>	
		Claudia Patricia Rojas Corredor	Maribel Ramirez	Revealing Students' Voice Through The Discussion Of Controversial Issues In The EFL Class	Este estudio exploratorio investigó cómo la discusión de temas polémicos en la clase de inglés como lengua	Discourse Studies Within Educational Contexts

					<p>extranjera ofrece treinta y cinco estudiantes de décimo grado (14 a 17 años de edad de una escuela privada en Bogotá, Colombia) la oportunidad de expresar sus opiniones mientras interactúa con respeto en la lengua extranjera. Este estudio se llevó a cabo como resultado de análisis de las necesidades que señalaron que la mayoría de los estudiantes sintieron que no había suficientes oportunidades para expresarse en la clase de Inglés.</p> <p>Opiniones Interacción Clase de inglés Controversial</p>	
		Edgar Augusto Aguirre Grazon	Edgar Aquirre Augusto Garzon	In-Service Teachers Fostering Language Teaching Practices Through Reflection And Collaboration: A Strategy For Teacher Education	<p>This study describes the language teaching aspects that four language teachers agree on to start and continue a collaborative reflective work. The four participant language teachers, who have a</p>	Processes Of Teacher Education And Development

					<p>proficiency in the language ranging from A2 to B1, hold degrees in areas different from English teaching, such as, Spanish, early Childhood Education and Psychology. The setting is a state school located in Soacha, near Bogota. Although the institutional guidelines in the school suggest that teachers should propose changes in their pedagogical reality by working collectively, there is evidence of little or none communication among them. This communication breakdown prevents the language teachers from establishing a consensus on concrete causes for the students' limited achievement of curricular goals. Two main research questions guided this study: What language teaching aspects drive a collaborative reflective work among a group of English teachers? How do language teaching</p>	
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					<p>views constructed collaboratively by EFL teachers (re)-shape their teaching practices? This research is based upon teachers' reflections, collaboration and professional development which altogether are the main constructs of the investigation. The four constructs aforementioned emerged from the process of getting together to share reflections upon practices, experiences and knowledge. The investigation is founded on a qualitative methodology in which data was collected through the utilization of teachers' journals, audio/video tape recordings, logs and teachers' class planners. The results suggest that the teachers' prime mover to collaborate is the necessity to conjointly design teaching materials and strategies that articulate both students' interests and</p>	
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					<p>realities with the linguistic contents of the area.</p> <p>Teachers Practices Strategy</p>	
		Ana Milena Valcarcel Goyeneche	Amparo Clavijo Olarte	Inquiry As Way Generate Inclusive Learning Environments In EFL Contexts	<p>This action research study describes the implementation of a language curriculum based on inquiry that pretends to favor the inclusion of students with Special educational needs (SEN) in a public school in Colombia. It was carried out with eighth graders, two of them with low cognitive disabilities. Project work pedagogies were used to generate inclusive environments in an EFL context. Project work pedagogies offer learners variety of strategies to develop their own ELL process at their own pace; it also promotes students' personal involvement and the development of communicative, social and</p>	Discourse Studies Within Educational Contexts

					<p>inquiry skills. Field notes, video recordings, photographs and students artifacts were used to collect data. The findings report that through the use of project work pedagogies within an inquiry perspective, inclusive environments for EFL learning are generated. Project work enables inquiry which fosters students' active involvement and participation. It also provides students with a wide variety of meaningful learning moments, in which English is used as a means to inquire, read, write, listen and discuss about the topics SEN and mainstream students want to learn about.</p> <p>Inclusive context Curriculum Environments</p>	
		Diana Andrea Gonzalez Ramos	Maribel Ramirez	Fostering Social Skills By Working Collaboratively In EFL Reading Cicles	There has been lately an increasing amount of bullying manifestations at schools in the city of	Discourse Studies Within Educational Contexts

					<p>Bogota. The State school where this research is carried out is not an exception. This research explores the potential contribution that the implementation of Reading Circles in an EFL classroom can give to the development of English competences and social skills of fourth grade students. This study is framed on the conceptual notions of reading circles, collaborative learning, social skills and bullying. The emphasis is in the relational processes through which students come to experience different dynamics in the classroom and engage in reading habits fostering their use of EFL while learning how to live as members of a community. This is a qualitative intervention case study that uses a descriptive perspective to frame the process of collecting and analyzing the data obtained</p>	
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					<p>from the implementation of five reading circles during an intervention carried out during fifteen sessions with six groups conformed by five fourth- grade students each. Results showed that even though it was difficult for students to work together, reading circles contributed to provide them with a space in which they could learn and have a better understanding of the different situations in which bullying was manifested and through the development of their social and EFL skills they were able to interact and relate the text to their own experiences.</p> <p>Social skills Reading Bullying Community</p>	
2015	I	Gissell Andrea Espitia Pereira	Alberto Abouchaar	Fostering Students' Intercultural Communicative Competence (Icc) Using Reading Materials Based	This project describes a qualitative research experience carried out in an intermediate English classroom with young-adult	Discourse Studies Within Educational Contexts

				On Colombia'S Indigenous Cultures	<p>students at a binational ELT center in Bogota, Colombia. The study was conducted to foster students. intercultural communicative competence through the inclusion of texts based on Colombian indigenous groups. The pedagogical intervention was based on readings that were developed using reading circles methodology. This research project was carried out with 20 young-adult learners, who worked collaboratively to read and discuss the texts while learning the target language. Data collected with field notes, students. artifacts and one interview were analyzed using the principles of grounded theory. One category</p> <p>°constructing my Intercultural Communicative Competence± and three subcategories</p> <p>°Acknowledging the others±</p> <p>°The others as part</p>	
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					<p>of me;± ªDesiring a social change;± emerged from the analysis portraying that students started to develop their intercultural communicative competence when reading, discussing and reflecting upon different indigenous groups. To conclude, this research shows how significant it was for the students to learn about Colombian indigenous cultures while developing proficiency in the target language. In this sense, a humanistic goal was also attempted: to give students the opportunity to see themselves through an intercultural experience.</p> <p>Communicative competence Interculturality Reading materials Indigenous cultures</p>	
		Andres Guillermo Moreno Cuervo	Clelia Pineda Baez	EFL Learning And Analysis Of Social Issues The Use Of Songs And Critical Thinking	<p>This study attempts to analyze social issues within lyrics of songs using a critical thinking framework. This qualitative study was</p>	Discourse Studies Within Educational Contexts

					<p>carried out with eleventh graders at a public school in Bogota. The main objectives were to characterize students' responses to the songs selected and to identify traces of critical thinking in their responses. The experience was implemented through the application of three workshops based on different songs, in which students were encouraged to apply the skills that Peter Facione (2013) proposes in his taxonomy of critical thinking. Data was collected using recordings, logs, field notes and artifacts and the analysis was done using the grounded theory method. The results show that students tended to use the target language much more; especially in their written production, and that they applied some cognitive skills such as analysis and argumentation considering multiple points of view.</p>	
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					<p>Their responses to the tasks proposed indicate that there are gender differences in the ways they approach the analysis of certain social issues, which constitutes a field for further research.</p> <p>Songs Critical thinking Cognitive skills</p>	
		Romery Leon Garzon	Harold Andres Castañeda Peña	Exploring Student'S Social Skills Through Story Telling In L2	<p>This research started from the need of looking at ways to improve social relationships among seventh graders of a public school in the EFL classroom. Through a pedagogical intervention with storytelling that was an essential strategy in this study as it allowed participants to read, write, understand and reflect upon the stories presented in four didactic units. This action research study explored social skills as a framework to foster social relationships, and the aim of contributing to the student's language learning. In addition, with</p>	Discourse Studies Within Educational Contexts

					<p>this project the students had the opportunity to use the foreign language to express their ideas, feelings and points of view related to the activities proposed in the intervention. Themes that emerged from the students' reflections were gathered via interviews, artifacts, transcriptions, evaluation of the research project and the teacher's field notes. These instruments were used in order to reveal students' social skills in their classroom. The results demonstrate that participants worked collaboratively to reflect on social skills in their English classes; at the same time, they improved their knowledge of the foreign language.</p> <p>Story telling Social skills Foreign language</p>	
	II	Núñez	Garzón Duarte, Eliana	Constructing Social Interaction By Enhancing	This research was carried	Discourse Studies Within

		Franco, Yised		The Communicative Competence Through Authentic Tasks At IED La Belleza - Los Libertadores	<p>out with 22 EFL ninth graders at IED La Belleza – Los Libertadores. Ninth graders have been told that by means of learning English they will have a better future. However, the economic situations that students have, take out validity to that argument, and make students understand that English is not really necessary for their conditions of life. Additionally, students` reluctance to participate and the lack of opportunities to practice the language make even more difficult the learning process in the students. That is why, the main purpose of the research was to identify and describe the social interaction that students constructed when working on authentic tasks whose focus was to put in practice the English language. Data were collected from the artifacts produced by the</p>	Educational Contexts
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					<p>students, the analysis of field notes, and qualitative interviews. And, during 28 lessons students were constructing social interaction by using previous knowledge of the target language, generating strategies to compensate breakdowns in communication and support communicative practices, and by using spontaneous reactions and behaviors to follow up interaction processes.</p> <p>Interacción social Comunicación Competencia comunicativa</p>	
		Malagón Cotrino, Laura	Castañeda- Peña, Harold	Teachers' Gender-Related Beliefs And Pedagogical Practices: Experiences In Single-Sex Classrooms	<p>The present research shows the results of a qualitative interpretative study that inquired about the way teachers' gender-related beliefs shaped their pedagogical practices in single-sex EFL classrooms in a private coeducational school in Bogotá, Colombia. As emergent categories, the</p>	Processes Of Teacher Education And Development

					<p>study showed that teachers' practices did not change because of the gender of their students; however, classroom management was mediated by gender and it was necessary to adopt a discipline system specific for boys demonstrating behaviors from the laddish culture. Furthermore, neither classroom environment nor students' engagement was mediated by gender. Nevertheless, teachers' beliefs showed binary conceptions of their students from a gender perspective, as they conceived them as academically opposites and such conceptions were related to teachers' historical legacies and culturally held beliefs.</p> <p>género creencias prácticas pedagógicas profesores</p>	
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		López Bustos, Dixon	McNeil, Alejandro	Exploring pre-service EFL Teachers' Multimodal Literacy Practices: Implications for Teacher Education	<p>This document reports a research study conducted in a distance education undergraduate TEFL program from a private university in Colombia. Throughout a pedagogical implementation in a writing course, a group of pre-service EFL teachers engaged in a multimodal composition experience. Following the procedures of a qualitative case study, data was gathered through the participants' artifacts, a questionnaire, and interviews in order to inquire about the literacy practices the pre-service EFL teachers engaged in when composing multimodal texts, and gain insights about their views towards multimodal literacy teaching from this experience. Findings showed that the pre-service EFL teachers engaged in</p>	Processes Of Teacher Education And Development

					<p>culturally situated literacy practices as they used available meaning-making resources to create new meanings. Also, the pre-service EFL teachers recognized the potential and the affordances of multimodal texts in literacy teaching and acknowledged that the teaching of multimodal literacy requires collaboration and teamwork.</p> <p>literacidad multimodal formación docentes educación distancia</p>	
		Cortés Velandia, Diego Fernando	Vera Rodríguez, Esperanza	Unveiling Students' Identities Through Written Responses To Literature In An EFL Virtual Community	<p>This qualitative case study explores the identity relations that four eighth-grade students enacted through their written responses to literature in an EFL virtual community. The participants responded to three literary texts approached in the English</p>	Discourse Studies Within Educational Contexts

					<p>Language Arts class during the school year 2012-2013. The written text types the participants used to respond to these literary works were a literary commentary, a poem, and an argumentative composition. This study concludes that participants' identities were unveiled with reference to the type of reader stance each of them assumed in her written responses within a continuum, ranging from a predominantly efferent reading stance to a predominantly aesthetic one, Rosenblatt (1995). Furthermore, the participants enacted relations of difference or affiliation through language, in order to establish processes of identity display, construction, or negotiation, (Bucholtz & Hall, 2008).</p> <p>Identidad Posicionamiento</p>	
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					Diferencia Afiliación Postura estética Postura eferente Transacción Comunidad virtual Respuestas escritas a la literatura	
		Castillo Guasca, Héctor Hernán	Garzón Duarte, Eliana	Constructions of Masculinities and Femininities in EFL Students' Written Texts from a Critical Literacy Perspective	This classroom discourse analysis intended to identify how masculine and feminine constructions were built and revealed in EFL students' critical literacy processes in a ninth-grade with forty-two students at a public school from Bogotá, Colombia. The study was aimed at developing students' awareness of their daily gendered social relationships by means of critical literacy activities applied in four-hour sessions per week during three months in a cooperative learning environment. Students' artifacts, field notes (based on video class recordings),	Discourse Studies Within Educational Contexts

					<p>voice recordings and their transcriptions, and qualitative interviews were the instruments for data gathering. The analysis of the data was done using elements of the grounded theory from a poststructuralist paradigm. It was found that boys and girls revealed and constructed their masculinities and their femininities in terms of gendered ideologies. It was also found that boys and girls could develop a critical position of these social gendered ideologies and hence they can diminish their effect in the politics of the classroom.</p> <p>Género Lecto-escritura Lecto-escritura crítica Masculinidades Feminidades Aprendizaje cooperativo</p>	
		Adriana	Castañeda	Teachers' Conceptualization	This exploratory case study	Processes Of

		Marcela Ibáñez Sánchez	Peña, Harold Andres	of Information and Communication Technology - ICT	<p>was carried out in order to identify, analyze and describe the conceptualization of six teachers about Information and Communication Technology tools and how those conceptualizations were implemented into their teaching practices. The data was collected by means of a questionnaire, an unstructured interview, and teachers' lesson plans. Such conceptualizations were analyzed from the perspectives of Sawyer and Chen's characterization of ICT (2002) and Venkatesh & Davis (2002) Technology Acceptance Model (TAM). These two frameworks were used based on the content analysis method in which both merged with the data collected as to analyze the teachers' cognition of the ICT (conceptualization) and also in their practices (perceived usefulness in TAM).</p>	Teacher Education And Development
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					Information and Communication Technology Conceptualization Technology Acceptance Model Teachers' Cognition	
		Barraza Barrios, Elizabeth	Pineda Baez, Clelia	Promoting Oral Interaction Through Task-Based Learning Activities In An EFL Virtual Learning Environment	Abstract This study aims to identify the main characteristics of synchronic oral interaction in an EFL virtual learning environment and also investigates students' perceptions regarding the use of computer mediated communication tools in the language learning process. This research project is theoretically supported by constructivism theory, social interaction and the theoretical foundation that supports the use of computer mediated communication tools in language learning. The study was carried out in a public institution, which offers free vocational education as well as free	Discourse Studies Within Educational Contexts

					<p>virtual English courses. Twelve elementary level students, ranging in age from 17 to 22, were encouraged to participate in six videoconferences in which they had to interact orally and develop task-based learning activities. The videoconferences were developed through the technological tool Blackboard Collaborate. The data was collected from video conferencing recordings, field notes and semi- structure interviews. The results of this study showed that the main characteristics of synchronic online oral interaction are collaboration, engagement and sense of belonging to a learning community. Students were able to work together and help each other to complete a specific task. The result also shows that when students work together in an online learning activity, they apply</p>	
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					<p>different communication strategies to transmit a message and help each other to complete a task.</p> <p>Interacción comunicación sincrónica colaboración ambientes virtuales de aprendizaje</p>	
		Calderín, Luis Alfonso	Castañeda-Peña, Harold Andrés	Videogaming and Exploring EFL Students' Literacy Practices in Warcraft: A Massively Multiplayer Online Game (MMOG)	<p>This paper aims to review a research experience of an after-school context that adopts World of Warcraft, a popular MMOG, for English language learning. Through game-play inside World of Warcraft students performed different language challenges inside the virtual world. Observation, the collection of participants' artifacts and interviews were used to collect data about the literacy practices that emerged when video gaming and the effects on literacy skill development with learning English as a foreign language. The results of the research show</p>	Literacy Processes In Two Languages

					<p>that students engage in two categories of EFL literacy practices: literacy practices inside the game and literacy practices beyond the game. The conclusion can also be drawn that students learned language determined by the engagement in multiliteracies. Finally, these research results unveils in higher details if the idea of using virtual worlds will fulfill the requirements of the 21st century education.</p> <p>videojuegos JMLMJ lectoescritura tecnología textos alternativos multiescritura aprendizaje de Inglés</p>	
		<p>Ruiz Sarmiento, Claudia Paola</p>	<p>Moya Chaves, Deyanira Sindy</p>	<p>Ninth Graders' Social Experiences to Promote Critical Literacy in EFL with Project-Based Learning</p>	<p>The present qualitative action research study aims at describing and analyzing the promotion of critical literacy (CL) in an EFL class through high school students' social experiences.</p>	<p>Literacy Processes In Two Languages</p>

					<p>Project-based learning was selected to create the instructional design, which presents the implementation of three-cycled project with ninth graders. This project combines students' interests and needs identified from a needs analysis conducted based on Pineda's (2000) three step model and on curricular objectives of EFL from a public school in Bogotá, Colombia. The results show it is possible to include students' experiences in foreign language classes and by reflecting on them in class, in English, it is possible to promote critical literacy, especially when students are agents and active participants into shaping of their own learning. The project concludes with the idea that teachers are presented with the opportunity of changing the traditional methods of learning a language and also</p>	
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					<p>that it is necessary to use the immediate knowledge of young students because it is what they are more interested about and where their knowledge of the world comes from.</p> <p>Students' Social Experiences Critical Literacy EFL Learning Project-based Learning</p>	
2016	I	Ziglinde Hernandez Gomez	Clavijo Olarte, Amparo	Third Graders As Community Inquirers Writing Their Worlds	<p>This action research study attempts to portray the literacy development of a group of third graders through two main pillars: Community Based Pedagogies (CBP) and inquiry oriented learning. This work came about in the bilingual international environment of a private school in Bogota and as a response to an educational situation in which the institutional requirements arisen from an international curriculum and the literacy practices conducted in the</p>	Literacy Processes In Two Languages

					<p>language classroom seemed to be divorced. The objectives it addressed were, firstly, to portray the development of children as inquirers through community based tasks; secondly, to evidence the manner in which they develop a sense of community throughout their inquiries; and thirdly, to determine the formal aspects of text that might be developed in EFL writing on community issues. Attempting to use CBP and inquiry as a means to educate children as thinkers, inquirers, and good communicators, this research was founded on a qualitative methodology in which the main methods for data gathering were students' artifacts and field notes. The results show that CBP provide language learners with inquiry talents that allow them and their teachers to co-construct</p>	
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					<p>curriculum on the basis of the local knowledge embedded in their communities and to become lifelong learners through their own meaning making. Furthermore, place-oriented inquiries fostered a sense of belonging to the local communities through the acknowledgement and appreciation of the assets immersed in their barrio, city, and school; developing a critical view towards community issues was also initiated among students. An enhancement of students writing with regards to the formal aspects of textual genre was also an outcome of the innovation.</p> <p>Community Based Pedagogies Literacy Inquiry</p>	
		Ivan Alcides Amortegui Sacristan	Vargas Torres, Margarita Rosa	Critical Analysis of Media Towards the Promotion of EFL Students' Learning	This work presents the process and results of this research project in an EFL classroom at a public	Discourse Studies Within Educational Contexts

				Autonomy	<p>university at the south of Bogotá. The university claims for the generation and spread of knowledge with autonomy and vocation, and the opening of spaces for reflection and pedagogical actions in response to the challenges that globalization demands. However, students' comments imply autonomy practices are not present in their learning process, and this fact reveals a mismatch between the university mission and the actual learners' situation. The investigation explored how the critical analysis of media promoted 6 students' autonomous learning practices in the English as a foreign language class. This work was done within a total of 16 weeks to answer the research question "What aspects of learning autonomy are unveiled through a critical analysis of media in an EFL class at</p>	
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					<p>Universidad Distrital?” This study followed the qualitative paradigm and was based on a case study approach. In order to report this process, data was collected from students’ questionnaires, students’ journal, artifacts and class observations. The gathered evidence indicated that students gained awareness in relation to the English language learning process and the content of learning. They showed significant progress towards the promotion of learning autonomy practices, which implied detached analysis and reflection about media aspects, elements of critical thinking, as well as consciousness at the moment of making decisions and working independently.</p> <p>Learning Autonomy Critical Analysis of media</p>	
		Ana Janneth	Clavijo Olarte,	Collaborative Inquiry As A	This qualitative action	Discourse Studies

		Gomez Gutierrez	Amparo	Way To Promote Elementary Students' Reflections In The EFL Classroom	research study approaches an inquiry based learning process in which fifth graders work collaboratively by examining a local topic (school snack) from their school context, from many different perspectives of their interest. The collaborative inquiry was a way to promote elementary students' reflections in the EFL classroom. The EFL curriculum was organized around students' communities and realities as relevant resources for language learning. The school snack was the topic selected by students for inquiry and language learning. Lessons were organized around students' knowledge about the daily snack and what they wanted to learn about the topic. Exploring together issues related to the school snack, students wrote reflections, interviewed school administrators and the	Within Educational Contexts
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					<p>people in charge of bringing, serving and providing the school snack daily. They also searched for information in different sources to document their inquiries. Data were collected through reflective journal entries written by students, a book about the learning experiences in inquiry groups and the researcher's field notes. Findings report that through a classroom project, fifth graders developed inquiry skills and literacies (digital, visual, oral, written) while learning together and improving their social competences through collaboration. Learning is about developing competencies for life and using language to learn to think and to express oneself. Inquiring in the language classroom evidenced the use of language (Spanish and English) as the means to learn about meaningful</p>	
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					<p>content beyond mere English grammar lessons. Inquiring collaboratively led to individual reflections about the challenges of working together and school coexistence as the way all the members of a scholar community relate to each other.</p> <p>Collaborative Inquiry EFL Classroom CBP Coexistence</p>	
	II	Moreno, Magda Jimena	Clavijo Olarte, Amparo	EFL Students' Social Identity Construction through Literacy Activities in an Online Learning Environment	<p>This descriptive and interpretative qualitative research study was carried out in public school in Bogotá. It explores the way in which EFL ninth grade students construct their social identity in an online learning environment through literacy activities and describes EFL students' participation in it. Following grounded theory procedures for data collection and analysis, data were collected from students' artifacts,</p>	Literacy Processes In Two Languages

					<p>semi-structured interviews and teacher field notes from the online learning environment. The findings reveal multiliteracies as a paramount channel in students' social identity construction and students' writing and reading EFL skills enhanced through students' portrayal of themselves in their blog profile and in the interactions with their classmates. Students used multimedia applications such as avatars, images, pictures, comics and videos to depict themselves. They captured notable meaning making representations of the surrounding world within the online group through the participation in the forums.</p> <p>Identidad Social Multiliteracidad Entorno de Aprendizaje Virtual Interacción</p>	
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		Contreras Cárdenas, Adriana	Clavijo Olarte, Amparo	Inquiring within the Students' Community Contexts as a means of Conflict Resolution	This qualitative action research study addresses conflict resolution among EFL seventh graders in a public school in Bogotá. By means of a pedagogical intervention the students worked collaboratively to characterize instances of school and community conflict and to propose strategies for conflict resolution. To do so, critical literacy was an essential component in the research process since it permitted students to read, the world and the word, to write about it, to ponder upon social issues and to be proactive in order to change their reality (Freire, 1987). Students' reports and reflections and teachers field notes were the main instruments to collect data in order to answer the research question. The findings unveiled students' recognition of some of the most relevant causes of conflict like students' lack	Discourse Studies Within Educational Contexts
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					<p>of social skills, bullying and gang activity. At the same time, they identified and proposed different ways to amend conflict inside and outside the school. Students' reflections revealed that they understood the serious consequences of anger when facing a conflict. They also proposed as a strategy to be trained to develop conflict resolution skills. Moreover, the study demonstrated that including inquiry about social issues in the EFL classroom engaged students in their learning process and empowered them to be agents of change. In the same way, inquiry motivated students to explore issues of their own interests making the learning process meaningful and permitted learners to work collaboratively and responsibly.</p> <p>Investigar Resolución de conflictos</p>	
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					<p>Pedagogías Basadas en la Comunidad</p> <p>Agresión física y verbal</p> <p>Alfabetización Crítica</p>	
		<p>Graciano Medina, Andrés Fabián</p>	<p>Castellanos Jaimes, Judith</p>	<p>Encouraging Students to Develop Critical Literacies Through Local Issue Articles</p>	<p>The role of reading and writing has become a cornerstone to access information not only from the mere linguistic codes from the readings but the interpretation and meaning students could provide to those texts. This descriptive and exploratory qualitative research focused on the analysis of teenagers' opinions and insights of critical reading from internet newspaper articles and how this critical reading was developed in the English classroom with students of 11th grade. These data were collected through the use of teachers' field notes, audio recordings and students' written artifacts. Additionally, the findings showed that students were engaged in reading of local issues</p>	<p>Literacy Processes In Two Languages</p>

					<p>nature. The students created an inter-textual environment as well as students relied on multimodal sources remarking the use of technology for accessing information as key for enlarging knowledge; as a result, transcending the literal and interpretive levels of reading and reaching a critical stance in it.</p> <p>Alfabetización crítica Lectura Crítica Asuntos Locales Artículos Periodísticos</p>	
		Parra Pirazán, Yanneth Leticia	Clavijo Olarte, Amparo	English Literacy Promoted Through Home-school Connections in First Grade	<p>This paper aims at describing the influence of parents' involvement in first grade students' English literacy development in a bilingual school. The term 'involvement' is used here to refer to the guided participation of parents in all the activities that promote the development of their children's English literacies at home. In order</p>	Literacy Processes In Two Languages

					<p>to achieve this goal parents participated in a program called NYschool-home connection. They took part of some workshops where they participated in activities which intended to develop language literacies; reading, writing and multimodal activities. Additionally, the use of Literacy Bags (LBs) was a strategy used to promote parents and children literacy practices at home and they enriched children's literacy environment. This strategy was a weekly rotation of fiction, informative and non-fiction books among participating families. Parents were asked to share books with their children and motivate the development of reading strategies such as predict, infer, summarize and evaluate. Besides, they were also asked to promote literature discussions on the content of the texts relating</p>	
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					<p>it to their personal experiences, encourage the vocabulary construction, and stimulate the development of oral skills. The findings revealed that children became more confident to read a picture book in English due to guided process followed with their parents at home using the literacy bags. They read about 8 books in two months and through time they felt more confident to read and understand a book independently; retell a story, and connect the content of the text with the pictures and with their personal lives to make meaning. Furthermore, parents recognized that literacy workshops as a relevant tool to support their children's English literacies at home. They felt empowered to perform literacy activities and assist their children. Likewise, findings showed that English literacy</p>	
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					<p>development is promoted by the parents and child interactions through the literacy bags. Children showed that through the usual shared reading experiences with their parents they became more confident to talk and express ideas on the text; they related the story to their personal experiences to construct their own ideas; they built vocabulary in the context of the text and became more engaged in reading. Finally, the reading experiences with the literacy bags (LBs) not only turned into a common literacy practice in which parents help children to foster their reading skills and language literacy but it became special family time in which parents stimulate children learning of values and enjoy sharing together in a meaningful way.</p> <p>Involucramiento Familiar en</p>	
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					la Educación Bolsas Literarias Lectura Compartida Aprendizaje Significativo	
		León Oyola, Alba Yuricssan	Quintero Polo, Alvaro	EFL Ninth Graders' Positioning about Bullying in their Communities through Written Life Stories in a Public School in Bogotá	This study was carried out with EFL ninth graders at one of the biggest public schools in Bogotá. It is located in an area which presents particular social issues together with bullying issues. That is why I proposed the following research question: What do ninth graders' written life stories portray about their positioning in regard to bullying as a social issue in their communities? This is based upon a view of discourse that Fairclough (2003) presents as an element of social life to represent different aspects of the world, which are drawn from a text. Such view relates to the ways adolescents face L2 literacy development within their social contexts, being schools one of those	Discourse Studies Within Educational Contexts

					<p>contexts (Moje, 2006) where there are opportunities to (re)construct meaningful life experiences. The focus in this thesis is on the experiences lived by the participants as related to the social issue of bullying. Those participants' experiences took the shape of life stories that they wrote during one year. In order to analyze the participants' life stories, I selected a model for narrative analysis suggested by Barkhuizen. (2004) The unit of analysis in this thesis was the specific declarative statements (Hallyday 1994), which made me conscious of the participants' positions (Davies & Harré, 1990) concerning manifestations of bullying. As a validation strategy, semi-structured interviews were implemented (Cohen & Crabtree, 2006).</p>	
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					Historias de Vida Escritas Posicionamientos Matoneo Inglés Lengua Extranjera	
		Ramírez Cortés, Maira Liliana	Castellanos Jaimes, Judith	Fostering Conflict Resolution Skills Through Collaborative Oral Tasks In An EFL Classroom	The complex social issues currently emerging in educational environments, especially in public schools, EFL settings are considered ideal to reflect upon conflictive issues and can bring opportunities for learners to communicate their ideas and interact in the foreign language. This research aims at examining the role of collaborative oral tasks based on conflict resolution in seventh graders' oral interaction at a public school in Bogotá; participants were 38 students ranging in age from 12 to 14 years old. The study focuses on identifying students' skills in resolving conflicts while interacting in collaborative oral tasks, as well as interpreting the interactional patterns	Discourse Studies Within Educational Contexts

					<p>students co-construct when reflecting upon conflict resolution. The data for this research comprises transcribed video and audio recordings of students' interactions when working on tasks based on conflict issues, field notes and artifacts, which were qualitatively analyzed under the framework of a research action study. Findings reported that there is students' awareness on social conflicts when they are able to identify and propose solutions to conflicts in L2; in addition, students engaged in collaborative strategies of interaction to negotiate alternatives to resolve conflicts during tasks.</p> <p>Resolución de Conflictos Actividades Orales Aprendizaje por Tareas Interacción Colaborativa Discurso</p>	
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		Avila Moreno, Leydi Viviana	McNeil, Alejandro	Reshaping Attitudes and Perceptions Towards EFL in Ninth Graders by Including Subcultures in the Classroom	This research depicts the results of an action research developed with the students of 9th grade from a public school in Bogotá. The aim of this research was to find out the different subcultures or trends students followed and how they could be included in the contents in order to reshape students' attitudes and perceptions towards the English class. Surveys and questionnaires were applied to students in order to identify the perceptions and attitudes they had towards the ELL. After these subcultures were identified, a series of activities were implemented in the classroom in order to analyze if they were effective to reshape students' attitudes towards the foreign language learning. These results were proved through classroom observation based on video recordings where students showed their attitudes	Discourse Studies Within Educational Contexts
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					<p>towards the foreign language class and how their perceptions and attitudes were gradually reshaped through the implementation of those activities. With the implementation of activities related to subcultures (music specifically), a change in attitudes and perceptions in students towards the foreign language learning became noticeable in the way they performed these activities, and it could be identified in the class observations based on video recordings.</p> <p>Human learning. Language learning. Culture. Subcultures. Music. Attitudes and perceptions.</p>	
		Benavides Buitrago, Catherine	Castañeda Peña, Harold Andrés	EFL Students' Social Identities Construction Through Gender-Based Short Stories	This research study took place in a public school in Bogota with 38 students from 7th grade who were among 12 and 16 years of	Discourse Studies Within Educational Contexts

					<p>age. This qualitative action research intends (a) to identify discourses students draw on to construct social identities in the EFL classroom b) to describe social identities constructed discursively in relation to gender-based short stories and c) to study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning. Data was collected by observing and analyzing three pedagogical units, which were designed by following the stages of the Task Based Learning Approach (TBL). Besides that, I used field notes, video and audio recordings and students' artifacts. Data was analyzed by following the steps proposed by Grounded theory (GT) (Charmaz, 2006) and the principles of Critical Classroom Discourse</p>	
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					<p>Analysis (CCDA) (Kumaravadivelu, 1999). Data revealed a main category and three subcategories, which showed the relationship between the gender-based short stories read by the students and the identities they portrayed during the lessons.</p> <p>Identidades Sociales Género Historias Cortas Discursos de Estudiantes</p>	
		Zárate León, Yolanda	Pineda Báez, Clelia	Media Literacy to Promote Critical Thinking in the EFL Classroom	<p>This qualitative descriptive research study aims to characterize ninth graders' comprehension of media messages, specifically TV advertisements, when engaged in EFL media literacy activities. It describes the way students related media messages to their own social environment. Media literacy strategies such as questioning and discussing were used as part of the</p>	Literacy Processes In Two Languages

					<p>pedagogical proposal to promote students' thinking skills in a public school in Bogotá, Colombia. Results of this project showed that building a critical viewer attitude and helping students advance from a passive reception of media messages to an active analysis of information requires systematic guidance from a teacher. Consequently, media literacy activities served not only to build a critical capacity in students but also to foster argumentative skills. This research demonstrates that media necessitates critical thinking education in the same way that higher order critical thinking requires the implementation of a set of activities that challenge students' mental processes.</p> <p>Media literacy Thinking skills TV advertisements</p>	
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		Neiva Montaña, Heydi Karen	Rico Troncoso, Carlos	Developing Oral Interaction Skills in Foreign Language Learners through Media Literacy	<p>This document presents an investigation conducted in a language institute in a state university in Bogota in which media literacy was the main resource for developing oral interaction skills in an upper-intermediate course. Throughout the pedagogical implementation, students explored news from different sources. Following the implementation of the qualitative descriptive case study, data was collected through students' artifacts, which were the recordings from weekly interactions, discussions and reflections. After each pedagogical unit, semi-structured interviews were applied to inquire about the perceptions of students on the use of the strategies, as well as field notes taken from my own observations as a participant observer. Findings showed that EFL learners from a mixed-ability group were</p>	Literacy Processes In Two Languages
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					<p>engaged in media literacy practices, especially when they reflected upon news through their realities, beliefs and attitudes. The results of this study demonstrated that students developed their oral interaction skills and acquired diverse strategies that helped them discuss media messages, express personal opinions and gather additional information. In addition, the constant interaction between students helped construct social relationships that enhanced the students' critical awareness.</p> <p>Educacion Mediatica Interaccion Habilidades Ingles Lenguaje</p>	
		Rivera Pinzón, María Ximena	Vera Rodríguez, Esperanza	Storytelling & Story-Reading: a way to Enhance EFL Students' Literacies.	The present qualitative action research study was conducted to describe the effects of storytelling and story reading on the	Literacy Processes In Two Languages

					improvement of reading comprehension and written production of eighth grade students of a public school located in Venecia neighborhood. Students were reluctant to participate in class due to lack of vocabulary, the monotony of the lessons, and lack of meaningful activities. In the pedagogical intervention, three stories were used, and students were involved in teacher's storytelling and story reading activities. The instruments used for collecting data were students' artifacts, field notes from class observation, transcription of audio recordings, and a survey. For the purpose of data analysis, the grounded theory was used as a means to describe and analyze students' comprehension of the stories told and read and their written production when they responded to story comprehension	
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					<p>activities in groups. Findings suggest that group story reading may have a significant positive effect on learners' reading comprehension. In addition, both storytelling and story reading enhance students' creativity, as well as their English language written production.</p> <p>Storytelling Story reading Literacy Reading comprehension Written production</p>	
		Vaca Torres, Ady Marcela	Gómez Rodríguez, Luis Fernando	Promoting Speaking Skills in an EFL Classroom through Project-based Learning: A Way to Involve Learners in Participatory Classes	<p>This research project reports the results of a study that aimed at analyzing the influence of project-based learning (PBL) in the development of speaking skill in a group of EFL learners at a public school in Bogota. Students had difficulties with speaking because of limited vocabulary, poor knowledge and practice of language structures, and their</p>	Discourse Studies Within Educational Contexts

					<p>restricted opportunities to be in contact with an English speaking environment inside and outside the classroom. This research study indicated that project-based learning applied to EFL contexts can be a meaningful learning experience for those learners lacking sufficient speaking skill, since projects allowed them to speak in English about their personal life, school problems, and the neighborhood where they live in Bogotá. These topics related to their own lives helped these students to use the English language for communicative purposes and to enhance communicative competence. Field-notes, transcripts of students' oral productions, and interviews were the main data related to how eighth graders increased their lexical competence, overcame fears of speaking in L2, became more goal-</p>	
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					<p>oriented and responsible, and were able to work cooperatively during the completion of three projects in a pedagogical intervention. This research study concluded that learners changed their negative perceptions about the English class, as English language projects motivated them to, become more active learners since they gradually got more used to practice the foreign language in oral form.</p> <p>Habilidad de habla Aprendizaje basado en proyectos Propósito comunicativo Competencia léxica Sobrepasar temores Contexto</p>	
		Chaparro Mariño, Jorge Eliecer	Castañeda Peña, Harold Andres	Unveiling EFL Students' Reflections While Using Critical Feminist Pedagogy (CFP) When Debating.	<p>The present paper reports the findings of the implementation of a feminist pedagogy in an EFL classroom of adults in Bogotá, Colombia. After having found a lack of</p>	Discourse Studies Within Educational Contexts

					<p>connections among the syllabus proposed by the institution, the linguistic and the sociolinguistic needs from students, the researcher decided to implement Critical Feminist Pedagogy (CFP), a poststructuralist methodology proposed by Connell (2009). The aim of this study was to unveil possible students' reflective discourses that emerged when a group of EFL Colombian students debated about topics of inequality in a conversational level; however, a deeper focus was on students' transformations (if any). Students were encouraged to see critically different situations of gender inequality. The results showed that students could be empowered to have a critical perspective on topics of inequality because they constructed reflections not only about gender but also</p>	
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					<p>about other characteristics of identity (Norton & Pavlenko, 2004). Besides critical reflections, there was evidence of some transformations, but the time scope to make such transformations real was insufficient. The use of CFP to empower students was effective (Khwaja, 2005). EFL trainers, professors, and SLA researchers may have the opportunity to see a new direction of teaching which focuses on a transformative methodology that comes from a post-method view of teaching and learning.</p> <p>Debates in the classroom Critical Feminist Pedagogy</p>	
2017	I	López Navas, Ingrid Paola	Samacá Bohórquez, Yolanda	Co-constructing Home and School Connections Based on EFL Rural-Urban Students' Literacy Practices and their Community Assets	This qualitative exploratory and descriptive study aims to describe the home-school connection that is co-constructed as part of the process of valuing rural-urban students' L1 and L2	Literacy Processes In Two Languages

					<p>literacy practices, and consequently to characterize the particular literacy practices of these students. This research was developed with five participant families who belong to fifth grade in a rural public school in Bogotá, in which the potentialities of the contexts and the funds of knowledge that students have in their home and community were not totally acknowledged and incorporated in the school dynamics. Bearing in mind this problematic, the pedagogical implementation was done through the development of tasks based on their community assets in order to incorporate that knowledge in the teaching and learning practices. As part of a qualitative research design, four instruments were used to gather the data (field notes, reflective journals, semi-structured interviews and artifacts)</p>	
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					<p>which were analysis using the grounded theory approach as a framework.</p> <p>Prácticas de Literacidad Conexión Casa-Colegio Tareas basadas en la Comunidad Investigación cualitativa</p>	
		Bernal Sierra, Eliana Carolina	Pineda Báez, Clelia	Beyond Language Policies: Students' Positioning in the EFL Learning Experiences	<p>The purpose of this qualitative descriptive and interpretive study was to describe how students position themselves as EFL learners and interpret how they position others throughout their learning processes. To understand these disputes, the concepts of identity and Positioning Theory are explored and placed in context. The research was carried out at a private university in Bogotá, Colombia. Participants were visual design and marketing and advertising students who were assigned to my English class. Qualitative data were collected through</p>	Discourse Studies Within Educational Contexts

					<p>individual interviews and focus groups. The analysis of the data showed that the students were positioned as followers of the linguistic policy, contributors of their experience in their fields, and as investors. In addition, they placed others based on the role they had played in their lives as EFL students. The findings also reveal that EFL learning experiences have influenced the positioning of students as students and that their identities were shaped and reformed according to their life experiences as EFL trainees. These findings allow teacher-researchers to reflect on the effect that language policies have had on students' perceptions of language and their own conception as EFL learners.</p> <p>Identidad EFL Posicionamiento Experiencias de Aprendizaje</p>	
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		Gómez Vásquez, Leidy Yisel	Guerrero Nieto, Carmen Helena	Configuration of Subjectivities of English Language Teachers as NNESTs in the Frame of Colombian Language Policies: A Narrative Study	<p>This paper describes the process carried out to report on the configuration of professional subjectivities by analyzing the narratives of four Colombian English language (EL) teachers as Non Native English Speaking Teachers (NNESTs), and their relation to language policies. Historically, language policies in Colombia have been designed not taking into account the needs, desires and experiences of the people involved in their application, especially teachers. (González, 2007; Guerrero, 2008, 2009, 2010; Mejia, 2012; Usma, 2009, among others).</p> <p>Consequently, it is my aspiration that the stories portrayed here might shed light on the policy making, and somehow, guide the people who have the responsibility to generate them. Considering my</p>	Processes Of Teacher Education And Development
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					<p>personal experiences, the literature produced in the field of subjectivities, NNESTs and Native English Speaking Teachers (NESTs) dichotomy, and subjectivities, I was able to identify that not much research work integrating those three fields has been made in Colombia, gap which this study intends to help to fill. This is a qualitative-narrative study in which I used focus groups, written narratives and narrative interviews as instruments to collect data from the participants who belong to different universities and schools in Colombia. Their stories were analyzed using the Short Story Analysis approach (SSA) and the results allowed me to identify a main category: Re-creating the self: an entangled, changeable and enduring process which shows how the subjectivities</p>	
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					<p>of the teachers are influenced by others, the processes of acceptance or rejection that these teachers go through when configuring them, and the role played by knowledge and reflection.</p> <p>Subjetividades Narrativas Dicotomía hablante de inglés nativo/no-nativo Políticas lingüísticas</p>	
		Sánchez Alfonso, Mónica Liliana	Rico Troncoso, Carlos	Fostering Literacy Practices in EFL Learners through Collaborative Inquiry	<p>This action research attempts to foster literacy practices in a group of third graders by means of collaborative inquiry of socio-cultural knowledge present in the students' school community. This study was conducted in a private, catholic school in Bogotá, Colombia, as an opportunity to consider another pedagogical proposal that pertains to the process of developing literacy practices from a socio cultural perspective</p>	Literacy Processes In Two Languages

					<p>within an inquiry-based learning environment. Throughout the pedagogical implementation, students used multiple modes of language and literacy to explore and make meaning of the historical and human assets within their school community. This qualitative study followed grounded theory, as the framework for data analysis and the instruments for data collection were artifacts, field notes and journals. The results showed how the inquiry-based learning approach provided language learners with opportunities and environments to develop multimodal literacy as a social situated practice to co-construct socio-cultural knowledge. Such experiences positioned students as owners and agents of their own language and literacy learning to make meaning with regard to their previous</p>	
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					<p>knowledge and the new information they found through their collaborative inquiry projects.</p> <p>Lecto-escritura Indagación Multimodalidad Lenguaje</p>	
		Molano Arias, Nayibel	Vera Rodríguez, Esperanza	Building EFL learners' literacy through Blended Learning and Facebook	<p>Taking into account the use of technology, especially Facebook, among youngsters in their daily life and routine, the inclusion of EFL learning through a social network site is a challenge in public schools. This research study proposes the use of different environments and interesting issues in order to engage students in their EFL learning. The research focused on knowing how eleventh graders shaped their EFL literacies through the use of blended learning and Facebook activities in collaborative tasks. The data used in this research included field notes and</p>	Literacy Processes In Two Languages

					<p>artifacts, which were analyzed bearing in mind the framework of this research study and the transcription of audio recordings on students' interactions about tasks based on teenagers' social problems. The findings of this study show that students participate in the L2 learning process in an active way when they feel that their likes are included in their learning process.</p> <p>Aprendizaje Mixto Facebook Trabajo Colaborativo Aprendizaje de inglés</p>	
		Cuesta Morelos, Jonathan	Castañeda Peña, Harold Andrés	Exploring English Teachers' Knowledge Construction in Professional Development: Methodological Dimension	<p>This thesis presents a narrative study that looks into three pre-service EFL public school teachers' stories with the view to giving account of their knowledge construction in regards with their TPD methodological dimension. The study was conducted in Bogota, Colombia. The two</p>	Processes Of Teacher Education And Development

					<p>concerns of the research were: 1) what these three EFL teachers' narrative telling reveals concerning their methodological dimension in terms of their TDP knowledge construction when sharing their experiences. 2) what knowledge they have constructed as a way to make sense of their world, concerning their professional growth. Data was collected through in-depth interviews, which eventually underwent a process of filtering for their final analysis. The data analysis was carried out by considering narrative analysis frameworks that met the needs of this particular study. Results suggest three main categories for knowledge construction: outer sources, mediating sources, and inner sources. These teachers' narratives also suggest that their TPD knowledge</p>	
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					<p>construction starts at a pre-service education level, influenced by their prior experiences and knowledge. The practical knowledge these three teachers have constructed are at the level of skills: classroom management, class planning, and teaching vocabulary; at the level of cognitive process: teaching methodologies; and at the level of reflective practices: reflective insights concerning their practices.</p> <p>Desarrollo Profesional Docente Construcción de Conocimiento Aprendizaje del Docente Estudio Narrativo</p>	
		Pineda Antolinez, Wilson Andrés	Garzón Duarte, Eliana	Experiencing Reading EFL Short Stories In The English Classroom	<p>This research study aims at finding and describing students' responses regarding the evocations that emerge when they read selected EFL literary short stories in the English language classroom. The</p>	Literacy Processes In Two Languages

					<p>study was carried out with a group of 25 11th-graders from a public school in Bogota. The pedagogical intervention consisted in applying three literature-based reading workshops in the EFL classroom using selected EFL short stories. Data was collected from three sources: field-note forms, students' written samples, and selected interviews. Data collected through and after the pedagogical intervention revealed two groups of categories considering personal students' impressions when reading the three EFL short stories.</p> <p>1. Evocations associated with their lives and 2. Background of evocations lived in relation to the others. The analysis of these categories showed that when students read EFL short stories, they usually associate and acknowledge personal evocations such as</p>	
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					<p>personal happiness, improving living conditions and taking advantage of life's moments. Concerning the second category, students associate their reading exercise with life's evocations such as acknowledging familiar relationships, gender identification, acknowledging life's turning points and finally recognition of people's personal values. In terms of EFL, these findings have been important since they have allowed to English teachers at the institution to know students' personal likes, evocations and links they establish when reading short stories in class, in order to design and implement an English language-reading project based on short stories.</p> <p>Literatura Inglés Lectura</p>	
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					Evocaciones	
		Calderón Peña, Rina Tatiana	Samacá Bohórquez, Yolanda	Critical Literacy Practices as a Self-Liberating Process	The present qualitative action research study approaches a critical visual literacy EFL learning process in which life stories of tenth graders at a public school in Bogota were the principal source of knowledge. By examining visual literacy material e.g. musical videos, short movies and movies from their personal context, students had the opportunity to understand their difficult life conditions (family, socio economic and academic), to reflect on them and tackle personal problems from a different view- point and take action towards it. By means of written life stories and round table discussions from a critical literacy perspective, the EFL class was organized around students' needs and their life issues as a relevant source in the teaching-learning	Literacy Processes In Two Languages

					<p>language process. Lessons were planned based on Pailliotet's (1993) visual literacy model as a way to promote tenth graders' reflections in the EFL classroom thus creating possibilities to reflect and reconstruct students' personal context to encourage their future lives. Data were collected through students' life stories and the researcher's field notes. Eventually, the findings which emerged from those instruments reported that through a critical literacy process, learners developed inquiry skills and visual, oral, and written literacies to reconstruct themselves and recognize the importance of overseeing their own lives showing a liberating process.</p> <p>Literacidad Historia de Vida Herramientas visuales Interacción</p>	
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		Estacio Barrios, Aura María	Quintero Polo, Álvaro	A Decolonial Perspective of the Native and Non-native Dichotomy in English Textbooks	<p>This qualitative research study aims to analyze the contents included in two English textbooks used by two Colombian universities in regards to the native and non-native speaker and the way they are portrayed in discursive terms, in the listening exercises proposed by the textbooks. Besides, it explains the tensions implicit in the native and non-native dichotomy, and the implications that the supremacy given to the use of the native speaker myth could bring when it is immerse in ELT materials. Consequently, the findings of this study are taken from a method of Critical Discourse Analysis in which the English textbooks and other kinds of texts such as theoretical references and the media dialogued to show the ideological implications of this phenomenon and its influence on the way in which native and non-native</p>	Discourse Studies Within Educational Contexts
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					<p>speakers shape their attitudes towards the language and its learning process.</p> <p>Textos de Inglés Dicotomía Habla nativo y no nativo Discurso Perspectiva colonial y decolonial</p>	
		Muñoz Caicedo, Lorena Cristina	Castañeda Peña, Harold Andrés	Gender inequality in oral participation: exploring eight graders' discourses in an EFL classroom	<p>This qualitative descriptive research study aims to describe gender inequalities discourses present in an EFL classroom when eighth graders develop activities about ethics and values topics, analyzing their social and linguistic relation with L2 learning. Data collected are analyzed from two frames: grounded theory and feminist post-structuralist discourse analysis.</p> <p>Género Discursos Inequidades Aprendizaje</p>	Discourse Studies Within Educational Contexts

					Lenguaje	
		Camargo Cely, Jennyfer Paola	Méndez Rivera, Pilar Esther	Unveiling EFL and Self-Contained Teachers' Discourses on Bilingualism within the context of Professional Development	Throughout history, language has been a determinant factor in the construction of society as its dynamic nature, has allowed some nations to take control over others and assure a privileged position. This study, guided by the research question - what discourses do EFL and self-contained teachers draw on when envisaging a bilingual curriculum within the context of professional development?- examined how certain practices and ideologies in regards to the English language have been perpetuated and reproduced by 5 EFL and Self-contained teachers from a private school in Bogota. Data was collected using tape recordings, reflective journals, and protocols. Analysis indicated that participants draw mainly on hegemonic, colonial, and	Processes Of Teacher Education And Development

					<p>manipulative discourses; but when dialoguing, sharing, and peer coaching, a discourse of resistance was constituted at the time of endorsing their Professional Development. The study suggested further research into a more encompassing definition of teachers' professional growth, Bilingualism, and Bilingual Education in monolingual contexts as ours.</p> <p>Bilingüismo Discursos de profesores Docentes Inglés Docentes de Contenido</p>	
	II	Duran Acero, Keily Paola	Castañeda Peña, Harold Andrés	Non-certified ELT teachers' narratives: A pedagogical reflection	<p>This thesis presents a narrative study that looks into the experiences of two non-certified ELT teachers working in elementary public schools in order to give account of how they understand their teaching practices given the particularities of their educational contexts. The</p>	Processes Of Teacher Education And Development

					<p>study was conducted in Bogotá, Colombia. Data was collected through narrative interviews, which were then transcribed and analyzed in order to answer the research question. The analysis was addressed from a thematic content analysis approach. Results point out that the participants of this study understand their practices as a sort of inevitable challenge. Such challenge was divided into three categories: emotions that arise when teaching English, teaching the subject, and interest in improving. These categories suggest that we need to understand teachers' emotions as a fundamental part of their knowledge and their professional development. Moreover, their teaching experiences have taken them to get involved in professional development courses and sessions as they demonstrate</p>	
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					<p>their interest in their students' learning process. However, their stories also show that the language policy related to bilingualism in Colombia needs to be revised in the light of teachers' experiences in the classroom. Finally, the study suggests that more research action is needed in regards to non-certified ELT teachers in elementary school.</p> <p>Conocimiento Docente Desarrollo Profesional Docente Narrativas Prácticas de enseñanza</p>	
		Hernández Hernández, Hildebrando	Quintero Polo, Álvaro	Students' Reflections Around Cultural Diversity In An EFL Classroom	<p>This study provides an insight into students' reflections around cultural diversity in a public school in Bogotá, Colombia, with the purpose of defining, characterizing and analyzing students' introspective declarations around cultural</p>	Discourse Studies Within Educational Contexts

					<p>diversity and how this theme affects their own lives. Such reflections are the result of a pedagogical work that includes six thematic units worked out around cultural diversity video clips and which aims to foster the oral skill: audiovisual comprehension and oral production</p> <p>Diversidad Interculturalidad Cultura Identidad</p>	
		Marchena Sánchez, Carlos Arturo	Ferrer Franco, Yury de Jesús	Lenguajes de Exclusión en las Políticas en Educación Superior en Colombia a Partir del Análisis Discursivo del Programa “Ser Pilo Paga”	<p>El discurso político como espacio de convencimiento, ejerce dentro de sus lenguajes disuasivos la facultad de enrarecer los significados, introduciéndonos a interesantes fenómenos semióticos donde los procesos interpretativos del lenguaje ocupan un confiable campo de investigación. Este trabajo analizó los lenguajes de exclusión presentes en el</p>	Discourse Studies Within Educational Contexts

					<p>programa de gobierno “ser pilo paga” que en el supuesto discursivo pretende brindar posibilidades de acceso a la educación superior a estudiantes deficitarios por cuestiones económicas, pero que sin embargo, refleja en su interior procesos, lenguajes y prácticas segregantes y ambiguas. En el marco teórico se contextualiza el programa gubernamental para proseguir con una exploración de una estructura conceptual sobre la exclusión, se prosiguió hilvanando un orden metodológico dentro del análisis crítico discursivo que desde su orientación permitió dilucidar los conflictos semióticos de la inclusión social frente al poder económico y político, para concluir con un análisis de resultados en los cuales se contrasto las diferentes categorías de exclusión</p>	
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					<p>encontradas en formas interpretativas de las rejillas de análisis, con las estadísticas, estudios y datos que reafirmaron los lenguajes de exclusión en el programa.</p> <p>Discurso Político Exclusión Políticas Públicas Lenguajes disuasivos</p>	
		Casas Trujillo, Jennifer Paola	Guerrero Nieto, Carmen Helena	EFL Teachers' Professional Subjectivities in Times of Inclusion	<p>The present study framed within the qualitative research paradigm has the purpose to give voice to English teachers that have taught a foreign language to students with disabilities. The participants of the study shared their narratives collected through a professional history time line and two narrative interviews. The methodology of analysis implemented was Short Story Analysis, in which three factors were key elements to choose the data, these elements were: the</p>	Processes Of Teacher Education And Development

					<p>who, the where and when, source of information to answer the main question of the study which was How do EFL teachers configure their professional subjectivity in the frame of Colombian inclusion policy?</p> <p>Subjetividad Sujeto Políticas de Inclusión Desarrollo Docente</p>	
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